



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS

---

*A History of Education during the Middle Ages and the Transition to Modern Times.* By FRANK PIERREPONT GRAVES. New York: Macmillan, 1910. Pp. xv+327. \$1.10.

This is the second in a series of textbooks on the history of education, the first, issued in 1909, dealing with the period before the Middle Ages, and the present volume dealing with the period from the beginning of the Middle Ages to the French Revolution. About one hundred pages are devoted to the Middle Ages and two hundred to the Renaissance and the seventeenth and eighteenth centuries. This is about equal in scope and amount of material to the middle third of Monroe's *Text Book in the History of Education*.

The author's point of view is described at length in the preface and first chapter of the earlier volume. There it is stated that he follows Davidson in regarding education as conscious evolution, and uses the same method of approach as Professor Monroe. It is expected that the student will gain from the study of the text an appreciation of the way in which educational systems arise in response to social needs, become stereotyped as social habits or institutions which limit the individual, and are reformed or brought up to date by protesting movements or individuals.

The social background of each movement is discussed, in some cases particularly well, e.g., in the chapter on humanistic education in Italy. A good statement of the varied influences at work is given in such a concrete way as materially to aid the student in appreciating what the Renaissance was.

The book maintains a fair balance between three factors, namely, general social movements, educational theory, and the actual establishment of schools. There are chapters on monasticism, Charlemagne, Alfred, Muhammedan learning, mysticism and scholasticism, feudalism and chivalry, the friars, universities, developments of cities and city schools, the Renaissance, humanistic education in Italy, humanistic education in the North, influence of Protestantism, Catholic education, beginnings of realistic education, sense realism, and on Puritanism, Pietism, and Rationalism.

The language used is simple and adapted to the understanding of the ordinary student; which one would not expect after reading that the author follows Davidson. The only incomprehensible parts are in the chapter on scholasticism, a topic which philosophical-minded writers on the history of education continue to think essential, and which ordinary students will continue to fail to understand.

The following minor criticisms are offered: (1) The book retains some elements of the encyclopedism which the better texts in history are eliminating. Thus in a 21-page chapter on realism there are only 16 pages devoted to a discussion of Rabelais, Montaigne, Mulcaster, Milton, and Locke. On p. 54 we have the half-dozen leading scholastics given with their dates in the same number of lines. Seven followers of Chrysoloras—Niccoli, Bruni, Guarino, Battista Guarino, Poggio, Filelfo, Vergerio—all are described in two pages (119-20)

which might better have been devoted to Chrysoloras who receives only a half page. (2) Greater care might have been taken to give the student a comprehension of actual school conditions. On p. 98 it is stated that gild schools were generally elementary in character, but not infrequently secondary, and that "while most of the work was in the vernacular, courses in Latin and other higher subjects were also afforded." Such evidence as Leach gives would seem to indicate just the opposite. Moreover, the impression gained (on p. 198) of the active establishment of elementary schools by Protestant German states, is scarcely borne out by Paulsen's account according to whom Latin schools were the primary interest of the educational leaders and German schools either prohibited (as in Saxony) or were makeshifts as in Württemberg. Nor is the student given any adequate picture of what horrible makeshifts Protestant elementary schools were down to the nineteenth century. (3) In common with other texts which claim to emphasize the social background of education, little account is given of the development of modern science as a factor in modern social and educational reform. Only one page (262) is devoted to sixteenth- and seventeenth-century science and Newton is not mentioned in it. Yet this is followed by four pages on Francis Bacon. Similarly the discussion of Voltaire and French Rationalism is preceded by a 6-page discussion of Locke, while Newton, the chief inspirer of Voltaire and called by the latter "the greatest man in the world," is not mentioned.

These criticisms are not intended to deny the general value of the book which I think is the best text for the limited period covered that we have in English.

S. CHESTER PARKER